



# **Annual Report on the Use of Physical Restraint and Seclusion in Connecticut**

*School Year 2018-19*

## **Note to the Reader**

### **IMPORTANT CHANGES TO INCIDENTS REPORTED AS RESTRAINTS IN 2018-19**

Connecticut's restraint and seclusion (R/S) data collection is unique in its transparency and detail; therefore, comparison with other states is not recommended. Regardless of the duration, nature of the restraint or seclusion and level of injury (if incurred), all incidents of restraint and seclusion are reported for students with disabilities or those who have been referred for a special education eligibility determination. Collecting this incident level data allows the Connecticut State Department of Education (CSDE) to obtain an accurate picture of the incidence of R/S among Connecticut's population of students with disabilities.

Effective July 1, 2018, Public Act (P.A.) 18-51 expanded the existing definition of restraint to include escorts requiring carrying or forcibly moving a student from one location to another. This legislation altered the reporting requirements for 2018-2019 making comparisons to prior years invalid. Therefore, 2018-19 data represent a new baseline based on this new definition. Prior to July 1, 2018, if a student was escorted, forcibly or otherwise, in response to an emergency situation, such an escort would not be reported as a restraint. Additionally, if a student was escorted to seclusion in response to an emergency, the seclusion alone was counted as a single event or incident since an escort was excluded from the definition of restraint. Generally, prior to July 1, 2018, if a student was escorted in any manner (i.e. forcibly or simply guided) from point A to point B, regardless of the amount of force required, this action was not reported as a restraint.

The ongoing examination and analysis of the R/S data continues to inform guidance, technical assistance and professional development associated with best practices to reduce the number of emergency situations which occur and therefore reduce the need for the use of restraint and seclusion. The revised *Guidelines to Identify and Educate Students with Emotional Disturbance* promote the use of positive behavior supports and prevention and intervention strategies within a tiered, scientific research-based intervention framework (SRBI). These guidelines also address the appropriate implementation of functional behavioral assessments (FBAs) and the development of behavior intervention plans (BIPs). Resources, technical assistance and professional development opportunities related to the regulations around the use and reporting of restraint and seclusion in schools are available on the CSDE and State Education Resource Center (SERC) websites. Recommended interventions impacting the reduction of restraint and seclusion also remain available to schools and programs. The CSDE continues to engage with other state agencies through the Interagency Restraint and Seclusion Prevention Partnership, which provides information and resources, and highlights best practices to reduce restraint and seclusion through an annual conference and/or other targeted trainings.

Updated guidance and forms reflecting the 2018 changes to laws governing the use of restraint and seclusion in schools are available on the CSDE website. "Recommended Procedures and Practices to Reduce the Use of Restraint and Seclusion in Schools" is also provided as a resource for districts and programs. All guidance and professional development promote the use of trauma informed, evidence-based practices in addressing students' social, emotional and behavioral needs.

When examining organization level data (Appendix A), consideration must be given to the fact that some local education agencies (LEAs) operate in-district alternative programs and/or self-contained special education programs. These programs are designed for students with significant special needs. Incidents of R/S occurring in these settings are reported by the LEA. Some LEAs may not have the capacity to address a student's severe emotional/behavioral needs in district and the student may be placed by the planning and placement team (PPT) in an approved private special education program (APSEP) or regional educational service center (RESC)

special education program. Incidents occurring in these settings are reported directly by the APSEP or RESC and are included in the APSEP or RESC incident count. However, if a student is placed by the LEA in an out-of-state facility and is restrained or secluded, this R/S incident is reported by the LEA and is included in the LEA's incident count. Individual LEA policies, procedures and practices may result in differences in in-district program availability, out-of-district placements, and out-of-state placements and must be recognized when examining the organization level data.

## Background and Overview

Connecticut General Statutes (C.G.S.) Section 10-236b(k), as amended, requires the Connecticut State Department of Education (CSDE) to produce an annual summary report to the Connecticut General Assembly that includes data from each local or regional board of education and each institution or facility operating under contract with a local or regional board of education which:

- identifies the frequency of use of physical restraint and seclusion (R/S); and
- specifies whether the use of such seclusion was in accordance with an individualized education program (IEP) or whether the use of physical restraint or seclusion was a response to an emergency.

While the original statute requires the specification as to whether the seclusion was in accordance with the IEP or whether the use of physical restraint and seclusion was a response to an emergency, as of July 1, 2018, P.A. 18-51 stipulates that seclusion is no longer permitted to be used as a behavior intervention in the IEP. Therefore all reported incidents of restraint and seclusion are in response to an emergency.

R/S incidents were reported for two types of students: students with an individualized education program (IEP) and students for whom parental consent to evaluate for special education had been obtained. General education students were not reported in these data, unless they were in the evaluation process for special education services at the time of the restraint or seclusion. Additionally, Section 10-236b(n) requires the CSDE to report on R/S incidents that result in physical injury to the student.

Data regarding restraints and seclusions for 2018-19 were collected from:

- local education agencies (LEAs) who are responsible for special education including local/regional school districts, Unified School District (USD) #2 and the Connecticut Technical Education and Career System (CTECS) (170);
- endowed and incorporated academies (Academies) (3);
- public charter schools (24);
- regional educational service centers (RESCs) (6); and
- approved private special education programs (APSEPs) (88).

Table 1 below is provided to contextualize the results and discussion section of the report. Since restraint and seclusion data are reported by the location of the occurrence, it is important to consider both the proportion of students with disabilities attending various facility types as well as the purpose of the facility. For example, many students are placed in APSEPs and RESC special education programs when a planning and placement team (PPT) determines that their behavior requires an environment with greater supports than can be provided within the LEA.

The results and discussion section focuses on state level data. Organization-level data for the 2018-19 school year are presented in Appendix A.

Table 1

*Number and Percent of All Students Statewide with IEPs by Facility Type (October 1, 2018)*

Facility Type	Students	
	Number	Percent
Academies	395	0.5%
APSEPs	2,982	3.7%
Charter Schools	1,059	1.3%
LEAs	75,520	92.3%
RESCs	1,799	2.2%
<b>TOTAL</b>	<b>81,755</b>	<b>100.0%</b>

*Note:* Students attending other non-public or out-of-state schools are included in the LEA count.

## Definitions and Concepts

### Major Categories of R/S<sup>1</sup>

- Physical Restraint** means any mechanical or personal restriction that immobilizes or reduces the free movement of a child’s arms, legs or head **including, but not limited to, carrying or forcibly moving a person from one location to another.**<sup>2</sup>

Restraint does *not* include:

- briefly holding a child in order to calm or comfort the child;
- actions involving the minimum contact necessary to safely escort a child from one area to another;
- medication devices, including supports prescribed by a health care provider to achieve proper body position or balance;
- helmets or other protective gear used to protect a child from injuries due to a fall; or
- helmets, mitts and similar devices used to prevent self-injury when the device is part of a documented treatment plan or IEP and is the least restrictive means to prevent self-injury.

- Seclusion** means the involuntary confinement of a person in a room, from which the student is physically prevented from leaving. In a public school, seclusion does not mean any confinement of a child where the child is physically able to leave the area of confinement.

Seclusion does *not* include:

- exclusionary time out; or
- in-school suspensions.

<sup>1</sup>Public Act 18-51 updated section 10-236b of the 2018 supplement and substituted a revised R/S definition of physical restraints, effective July 1, 2018.

<sup>2</sup> It is important to note that all restraints are reported regardless of duration.

## Subcategories of Injuries

1. **Nonserious Injuries** include red marks, bruises or scrapes requiring application of basic first aid, for example a Band-Aid or ice pack.
2. **Serious Injuries** include any injury requiring medical attention beyond basic first aid. Examples of such medical attention include emergency room visits, doctor visits, sutures, diagnostic x-rays to determine fractures, placement in casts, etc.

## Methodology

For the 2018-19 school year, the CSDE Performance Office collected and analyzed data at the incident level for each student with an IEP or for whom parental consent to evaluate for special education had been obtained. This incident-level collection allowed for a count of incidents, as well as an unduplicated count of students with disabilities who were restrained and/or secluded. Collecting incident level data is vital to obtaining an accurate picture of the incidence of R/S among Connecticut's population of students with disabilities.

Instances of R/S for 2018-19 school year were collected at the incident level from all institutions and facilities (henceforth referred to as "Organizations") that provide direct care, education or supervision to students with disabilities. Organizations were asked to report incident level information on all restraints and seclusions that occurred within their buildings and programs or during transportation provided by their organization. Additionally, organizations were instructed to include any restraints or seclusions of their students that occurred in out-of-state facilities, nonpublic transition programs, and other nonpublic schools or during an extended day program offered by their organization. LEAs did not report incidents of restraint and seclusion of their students attending RESCs, charter schools, academies or APSEPs because each of these facilities was responsible for separately reporting their R/S data.

The mechanism for collection in 2018-19 was the same as previous years. Data were collected from all LEAs, RESCs, charter schools, academies, and APSEPs via an online application. This application provided cross checks with other CSDE databases and included edit checks to ensure data accuracy.

Data elements collected for each incident of restraint or seclusion included the student's state assigned student identifier (SASID), date of birth, date of incident, incident start and end times, circumstance (imminent risk of injury to self, others, or self and others), special education status (IEP or signed consent to evaluate), nature of incident (restraint or seclusion), primary disability and, where applicable, injury type and details. It should be noted that incidents of one minute or less in duration are reported as one minute and may reflect momentary restraints only seconds in duration. Additionally, each time a new restraint or hold is initiated, regardless of its duration, the restraint is reported as an individual incident. Therefore, a series of brief holds and releases during a single event would be reported as multiple restraints.

The CSDE provided support to organizations through targeted technical assistance. Such technical assistance included a help desk for all organizations, provision of additional supports to all new reporting organizations and consultation with the Bureau of Special Education and

Performance Office Staff. The data collection system has also been enhanced with multiple edit checks to ensure data integrity. Instances where data quality indicated concern were reviewed with the organization contact. Additionally, all organizations were required to have a certified administrator attest to the accuracy of their data through completion of an online certification process. Each of these attestations regarding the accuracy of 2018-19 R/S data is on file with the CSDE.

## Results and Discussion

In total, 58,932 incidents of restraint and seclusion were reported to the CSDE in 2018-19.

A total of 3,799 students (unduplicated count) or 4.6 percent of all students with disabilities were restrained and/or secluded increased.

The gender, grade, and race/ethnicity of students restrained and/or secluded in 2018-19 are examined in Tables 2 and 3 and Figure 1 below. All tables in this section represent 2018-19 data unless otherwise noted. Statewide counts and percentages for all students with IEPs are included to allow for comparison. In accordance with the Family Educational Rights and Protection Act (FERPA), some data have been suppressed to protect the identities of individual students. Suppressed values are marked with an asterisk.

The gender of students restrained and/or secluded in 2018-19 differed significantly from the gender of all students with IEPs ( $\chi^2 (1, N = 3,799) = 361.1, p < .0001$ ). Effect size, a statistical measure of practical significance, indicated a moderate association ( $\phi=0.31$ ) between gender and being restrained and/or secluded. Further examination indicated that male students were overrepresented in the population of students restrained and/or secluded while female students were underrepresented.

Table 2  
*Gender of Students Restrained and/or Secluded (unduplicated count)*

Gender	Students Restrained and/or Secluded		All Students with IEPs	
	Number	Percent	Number	Percent
Female	710	18.7%	27,154	33.2%
Male	3,089	81.3%	54,601	66.8%
<b>TOTAL</b>	<b>3,799</b>	<b>100.0%</b>	<b>81,755</b>	<b>100.0%</b>

Figure 1 provides the proportion of students who were restrained and/or secluded by grade.

### Students Restrained and/or Secluded by Grade 2018-19

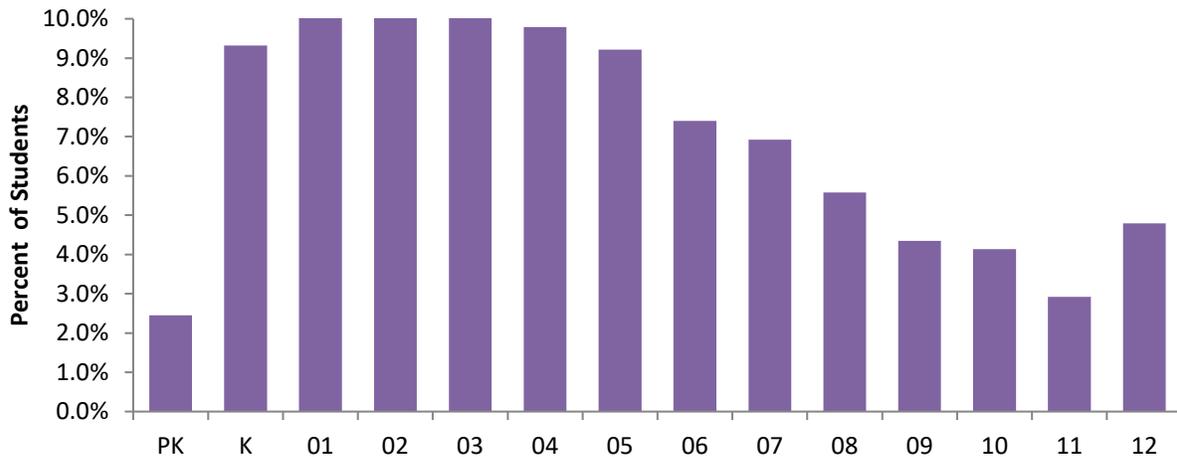


Figure 1. Bar chart illustrating grades of students restrained and/or secluded 2018-19 (proportions based on unduplicated count).

The race/ethnicity of students restrained and/or secluded in 2018-19 differed significantly from the race/ethnicity of all students with IEPs ( $\chi^2(6, N = 3,799) = 227.2, p < .0001$ ). Effect size, a statistical measure of practical significance, indicated a moderate association ( $\phi=0.24$ ) between race/ethnicity and being restrained and/or secluded. Further examination indicated that Black or African American students and students identifying as two or more races were overrepresented in the population of students restrained and/or secluded while White and Asian students were underrepresented.

Table 3  
*Race/Ethnicity of Students Restrained and/or Secluded (unduplicated count)*

Race/Ethnicity	Students Restrained and/or Secluded		All Students with IEPs	
	Number	Percent	Number	Percent
American Indian or Alaska Native	*	*	207	0.2%
Asian	62	1.6%	2,011	2.5%
Black or African American	869	22.9%	12,788	15.6%
Hispanic/Latino of any race	1,116	29.4%	25,041	30.6%
Native Hawaiian or Other Pacific Islander	*	*	69	0.1%
Two or More Races	204	5.4%	2,757	3.4%
White	1,534	40.4%	38,882	47.6%
<b>TOTAL</b>	<b>3,799</b>	<b>100.0%</b>	<b>81,755</b>	<b>100.0%</b>

\*Data suppressed to protect student confidentiality

It is extremely important to note that use of the unduplicated student count for any type of incidence rate calculation must be avoided. R/S incidents take place in response to an emergency

situation when students demonstrate significant self-injurious and/or aggressive behaviors. These students often have multiple incidents and in many cases account for the majority of incidents reported by an organization. If the total R/S incident and student count for an LEA were used to calculate a rate, it would result in significant misrepresentation of the use of R/S by an organization. Table 4 examines the range in the number of incidents reported for students at the state level. While nearly three quarters (71.3%) of students had 10 or fewer R/S incidents during the 2018-19 school year, there were 94 students with greater than 100 R/S incidents, and fourteen of those were restrained and/or secluded more than 300 times.

Table 4  
*Count of Students by Total Number of R/S Incidents*

Number of Incidents	Emergency Restraint		Emergency Seclusion		All Incident Types	
	Number	Percent	Number	Percent	Number	Percent
1	1048	31.0%	672	31.1%	1,020	26.8%
2-5	1130	33.5%	711	32.9%	1,188	31.3%
6-10	427	12.7%	293	13.6%	502	13.2%
11-50	630	18.7%	429	19.9%	831	21.9%
51-100	86	2.5%	38	1.8%	164	4.3%
Over 100	54	1.6%	15	0.7%	94	2.5%
<b>TOTAL</b>	<b>3,375</b>	<b>100.0%</b>	<b>2,158</b>	<b>100.0%</b>	<b>3,799</b>	<b>100.0%</b>

*Note:* If a student had more than one type of incident he/she is counted in each applicable column, but is counted only once in the TOTAL R/S Incidents column. A student with one emergency restraint and one emergency seclusion would be counted in the “2-5” row under TOTAL R/S Incidents. An asterisk (\*) represents data that are suppressed to protect student confidentiality.

### **R/S Incidents Resulting in Injury**

There were a total of 411 incidents resulting in injuries, non-serious and serious, during the 2018-19 school year. Tables 5 and 6 include counts of total injuries.

Of the 411 incidents resulting in injury, nine met the criteria for serious injury. A serious injury is defined as any injury requiring medical attention beyond basic first aid, while a nonserious injury is defined as an injury such as a red mark, bruise or scrape requiring application of basic first aid. Injuries occurring as a result of emergency R/S appear in Table 5. All incidents in 2018-19 that resulted in serious injury were reported to Disability Rights Connecticut, Inc., the successor to the Office of Protection and Advocacy for Persons with Disabilities. This reporting is consistent with the requirements of C.G.S. Section 46a-153.

### **Emergency R/S Incidents**

A breakdown of all R/S incidents in response to emergency situations (imminent risk of injury to self, others, or self and others) is provided in Table 5. The table provides a total incident count and student count. Throughout the school year, a student could have attended multiple facilities.

In these cases, the student will appear in the student count for each applicable facility type, but only once in the statewide student count. Therefore, the statewide student count may be less than the sum of the student counts for all facility types.

Table 5  
*All Emergency R/S Incidents by Facility Type*

Facility Type	Emergency Restraints			Emergency Seclusions		
	Incident Count	Student Count	Total Injuries	Incident Count	Student Count	Total Injuries
Academies	0	0	0	0	0	0
APSEPs	16,534	1,053	131	8,435	695	21
Charter Schools	39	19	*	24	10	0
LEAs	12,762	1,839	*	7,422	1,155	55
RESCs	9,207	602	122	4,509	362	23
<b>STATEWIDE</b>	<b>38,542</b>	<b>3,375</b>	<b>312</b>	<b>20,390</b>	<b>2,158</b>	<b>99</b>

*Note:* If a student had an incident in more than one facility type, he/she is only counted once in the statewide student count. Therefore, the statewide student count may be less than the sum of the student counts for all facility types. An asterisk (\*) represents data that are suppressed to protect student confidentiality.

### Duration of R/S Incidents

The duration of R/S incidents was examined. Tables 7 and 8 provide data on the duration of emergency restraints, emergency seclusions and seclusions via an IEP respectively. Table 7 shows that the vast majority of emergency restraints (97.4%) lasted 20 minutes or less, with nearly three quarters (72.8%) lasting five minutes or less. Less than one quarter of one percent (0.1%) of emergency restraints lasted over one hour and fewer than 6 emergency restraints lasted over two hours.

Table 7  
*Duration of Emergency Restraints by Facility Type*

Facility Type	Duration (Minutes)							TOTAL Emergency Restraints
	0-2	3-5	6-20	21-40	41-60	Over 60		
Academies	0	0	0	0	0	0	0	
APSEPs	6,833	4,381	4,765	475	60	20	16,534	
Charter Schools	23	14	*	*	*	0	39	
LEAs	5,585	3,712	3,132	285	*	*	12,762	
RESCs	5,847	1,665	*	*	*	*	9,207	
<b>STATEWIDE</b>	N	18,288	9,772	9,488	855	99	40	38,542
	%	47.4%	25.4%	24.6%	2.2%	0.3%	0.1%	100.0%

*\*Data suppressed to protect student confidentiality*

Table 8 shows that over three quarters of emergency seclusions (87.0%) lasted 20 minutes or less, with 43.2 percent lasting five minutes or less (up from 39.2 percent in 2017-18). Less than

two percent (1.6%) of emergency seclusions lasted over an hour, down for the fourth year in a row (4.6% in 2014-15; 3.3% in 2015-16; 2.5% in 2016-17; and 1.8% in 2017-18).

Table 8  
*Duration of Emergency Seclusions by Facility Type*

Facility Type	0-2 Minutes	3-5 Minutes	6-20 Minutes	21-40 Minutes	41-60 Minutes	Over 60 Minutes	TOTAL Emergency Seclusions
Academies	0	0	0	0	0	0	0
APSEPs	1,621	2,006	3,593	825	227	163	8,435
Charter Schools	*	*	10	6	*	*	24
LEAs	*	1,610	3,711	828	210	144	7,422
RESCs	1,580	*	1,623	167	*	*	4,509
<b>STATEWIDE</b>	N	4,121	4,692	8,937	1,826	492	20,390
	%	20.2%	23.0%	43.8%	9.0%	2.4%	100.0%

*\*Data suppressed to protect student confidentiality*

### Circumstances Necessitating the Use of R/S

The circumstances necessitating use of emergency R/S were investigated. Below, Figure 2 compares circumstances necessitating the use of emergency restraint and the use of emergency seclusion. Slightly more emergency restraints occurred due to risk of injury to self, than did emergency seclusions. When combined, 8.7 percent of emergency responses occurred solely as a result of risk of injury to self and just under 45 percent (43.2%) occurred solely as a result of risk of injury to others. Less than half of emergency responses occurred as a result of risk of injury to self and others (48.1%).

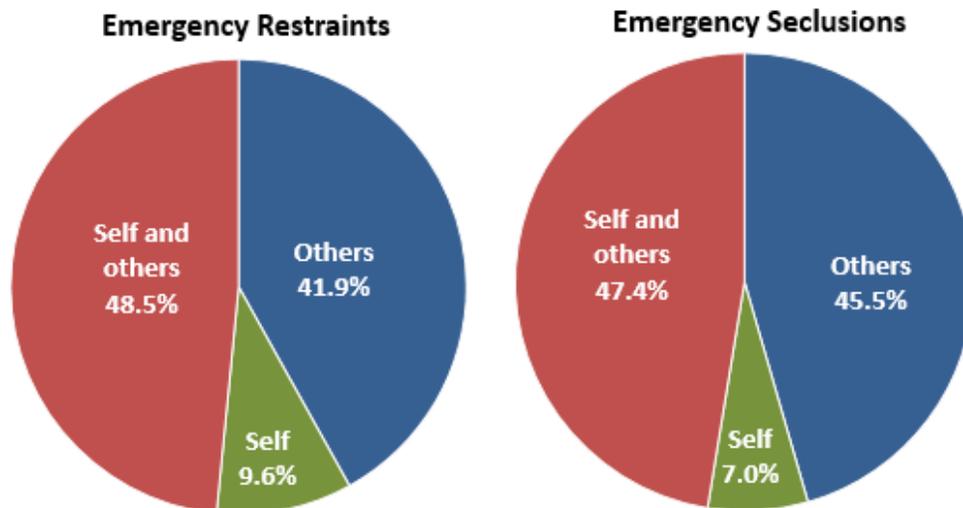


Figure 2. Pie charts comparing the circumstances necessitating the use of emergency restraint and emergency seclusion by risk type: risk of injury to self, others, or self and others (2018-19 school year).

## Primary Disability

Organizations were required to report a student’s primary disability at the time of each R/S incident. The primary disabilities of autism, emotional disturbance, and other health impairment (including attention deficit disorder/attention deficit hyperactivity disorder; ADD/ADHD) accounted for over 80 percent of the incidents in each incident type. Figure 3 shows a breakdown of incidents by primary disability. The primary disability category of *other* includes hearing impairment, visual impairment, orthopedic impairment, deaf/blindness, multiple disabilities and traumatic brain injury.

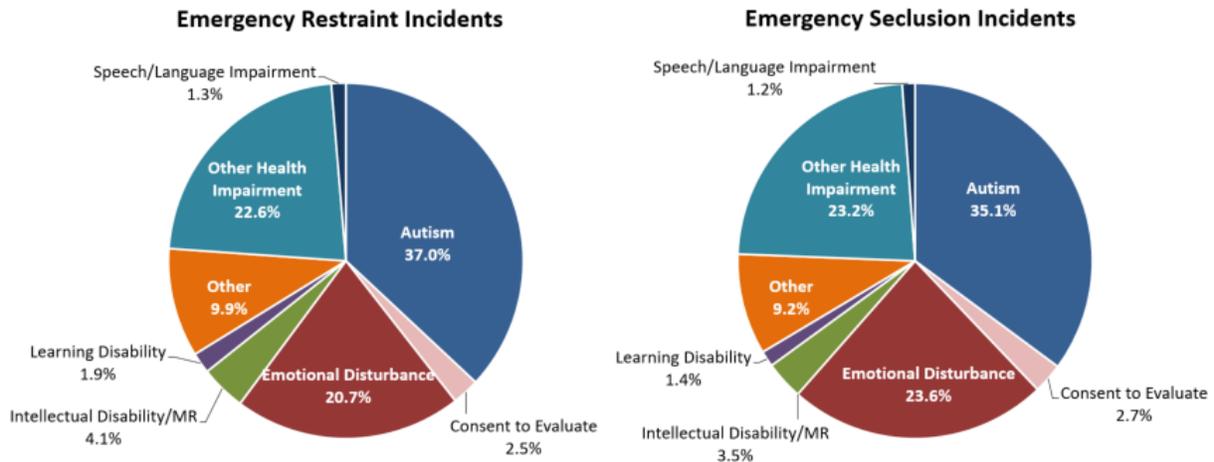


Figure 3. Pie charts comparing emergency Restraints and emergency Seclusions by Primary Disability (2018-19 school year).

### Actions Supporting the Reduction of the Use of Emergency Restraint and Seclusion in School Settings

Public Act 18-51 expanded the existing definition of “restraint” to include escorts requiring carrying or forcibly moving a student from one location to another. This legislation altered the reporting requirements for 2018-2019 and made comparisons to prior years invalid.

In effort to understand the new legislative impact, the CSDE will add a data field to the restraint and seclusion data collection to analyze the number of emergency restraints that were categorized as an escort. This additional data analysis will help inform supplementary supports and activities to reduce the need for the use of emergency restraint.

The CSDE continues to collaborate within and across agencies to examine and analyze R/S data to inform guidance, technical assistance, and professional development activities in an effort to support the reduction of emergency situations necessitating the use of emergency restraints and seclusions in the school setting.

The CSDE will initiate a process to further examine incidents of restraint lasting 20 minutes or more and seclusion reported as lasting 40 minutes or more, to ensure that incidents are reported accurately and that when a restraint or seclusion extends beyond 15 minutes, the appropriate

oversight and documentation by an administrator (or designee) is maintained by the facility, in the student file.

The CSDE will continue to support and assist Local Education Agencies and Parents/Guardians with the provision of formal guidance and technical assistance. Guidance documents and resources are available on the CSDE website and include: Recommended Procedures and Practices to Reduce the Use of Restraint and Seclusion in Schools; The Guidelines to Identify and Educate Students with Emotional Disturbance (revised); Understanding the Laws and Regulations Governing the Use of Restraint and Seclusion in Schools; and Guidance Related to Recent Legislation Regarding Restraining and Seclusion in Schools to clarify important new definitions and R/S requirements under PA 18-15, section 4, effective July 1, 2018. In addition to formal guidance, the Bureau of Special Education, Due Process Unit responds to formal written complaints related to restraint and seclusion with targeted feedback and technical assistance or corrective actions as needed. The CSDE also continues to engage in the Federal School Climate Transformation Grant (SCTG) as efforts continue to build capacity to develop, enhance, and expand Connecticut's Statewide Systems of Support to local educational agencies (LEAs) and schools.

In a coordinated statewide effort, the CSDE participates in the Connecticut Interagency Restraint and Seclusion Prevention Initiative. This partnership brings together state agencies and community providers to support the vision, guiding principles, and overall goals of the initiative, which is to prevent the use of restraint and seclusion in service environments across the life span. The 2018 Annual Conference highlighted the impact on individuals who have experienced the use of restraint and seclusion and focused on transforming the discussion about restraint and seclusion and establishing a collaborative culture in various settings. The partnership has developed a needs assessment to inform future plans to provide prevention activities, proactive strategies and meaningful tools to assist providers in avoiding the need to use restraint and seclusion across settings and across agencies.

The CSDE also collaborates with our Regional Educational Service Centers (RESCs) and the State Educational Resource Center (SERC) to provide training and professional development opportunities on an ongoing basis. The Pyramid Model, which supports Early Childhood training, is a conceptual framework of evidence-based practices for promoting young children's healthy social and emotional development. Additional topics include the impact of trauma on student learning, early intervention and alternative strategies to address challenging behaviors in schools, creating appropriate behavior/social emotional goals and objectives within the IEP process, and best practice strategies in designing and implementing functional behavior assessments and behavior intervention plans.

## Appendix A

Code	Organization Name	All R/S Incidents		Emergency Restraints			Emergency Seclusions			Seclusions via an IEP		
		Incident Count	Student Count	Incident Count	Student Count	Injury Count	Incident Count	Student Count	Injury Count	Incident Count	Student Count	Injury Count
0010011	Andover School District	7	*	7	*	*	0	0	0	0	0	0
0020011	Ansonia School District	54	9	51	9	*	*	*	0	0	0	0
0030011	Ashford School District	8	*	6	*	0	*	*	0	0	0	0
0040011	Avon School District	45	15	25	12	*	20	10	0	0	0	0
0050011	Barkhamsted School District	7	*	*	*	0	*	*	0	0	0	0
0070011	Berlin School District	73	7	18	6	0	55	*	*	0	0	0
0080011	Bethany School District	31	6	14	*	0	17	*	0	0	0	0
0090011	Bethel School District	249	10	96	6	0	153	9	0	0	0	0
0110011	Bloomfield School District	238	16	130	13	0	108	12	0	0	0	0
0120011	Bolton School District	26	*	*	*	0	24	*	0	0	0	0
0130011	Bozrah School District	113	*	9	*	0	104	*	*	0	0	0
0140011	Branford School District	30	7	16	*	0	14	6	0	0	0	0
0150011	Bridgeport School District	114	41	64	24	0	50	26	0	0	0	0
0170011	Bristol School District	103	25	75	19	0	28	12	0	0	0	0
0180011	Brookfield School District	104	11	69	10	0	35	7	0	0	0	0
0190011	Brooklyn School District	25	7	21	6	0	*	*	0	0	0	0
0210011	Canaan School District	0	0	0	0	0	0	0	0	0	0	0
0220011	Canterbury School District	9	*	*	*	0	6	*	0	0	0	0
0230011	Canton School District	11	*	11	*	0	0	0	0	0	0	0
0240011	Chaplin School District	6	*	6	*	0	0	0	0	0	0	0
0250011	Cheshire School District	139	13	54	11	0	85	9	0	0	0	0
0260011	Chester School District	0	0	0	0	0	0	0	0	0	0	0
0270011	Clinton School District	31	7	28	7	0	*	*	*	0	0	0
0280011	Colchester School District	158	11	92	9	0	66	10	0	0	0	0
0290011	Colebrook School District	0	0	0	0	0	0	0	0	0	0	0
0300011	Columbia School District	0	0	0	0	0	0	0	0	0	0	0
0310011	Cornwall School District	*	*	*	*	0	0	0	0	0	0	0
0320011	Coventry School District	57	13	26	10	0	31	9	0	0	0	0
0330011	Cromwell School District	17	7	9	6	0	8	6	0	0	0	0
0340011	Danbury School District	419	35	279	31	0	140	19	0	0	0	0
0350011	Darien School District	32	7	21	6	0	11	*	0	0	0	0
0360011	Deep River School District	0	0	0	0	0	0	0	0	0	0	0

Code	Organization Name	All R/S Incidents		Emergency Restraints			Emergency Seclusions			Seclusions via an IEP		
		Incident Count	Student Count	Incident Count	Student Count	Injury Count	Incident Count	Student Count	Injury Count	Incident Count	Student Count	Injury Count
0370011	Derby School District	732	22	616	20	0	116	18	*	0	0	0
0390011	Eastford School District	0	0	0	0	0	0	0	0	0	0	0
0400011	East Granby School District	0	0	0	0	0	0	0	0	0	0	0
0410011	East Haddam School District	41	*	41	*	0	0	0	0	0	0	0
0420011	East Hampton School District	399	17	186	16	0	213	14	*	0	0	0
0430011	East Hartford School District	223	55	192	55	0	31	11	0	0	0	0
0440011	East Haven School District	52	*	52	*	0	0	0	0	0	0	0
0450011	East Lyme School District	127	11	33	7	0	94	10	*	0	0	0
0460011	Easton School District	*	*	*	*	0	0	0	0	0	0	0
0470011	East Windsor School District	96	9	95	9	0	*	*	0	0	0	0
0480011	Ellington School District	138	18	64	15	*	74	16	0	0	0	0
0490011	Enfield School District	689	54	375	48	*	314	35	*	0	0	0
0500011	Essex School District	0	0	0	0	0	0	0	0	0	0	0
0510011	Fairfield School District	247	35	124	27	*	123	22	*	0	0	0
0520011	Farmington School District	212	22	123	21	*	89	12	8	0	0	0
0530011	Franklin School District	0	0	0	0	0	0	0	0	0	0	0
0540011	Glastonbury School District	141	15	89	15	*	52	7	0	0	0	0
0560011	Granby School District	41	7	22	*	0	19	6	0	0	0	0
0570011	Greenwich School District	148	10	146	9	0	*	*	0	0	0	0
0580011	Griswold School District	17	11	12	9	0	*	*	0	0	0	0
0590011	Groton School District	311	37	274	37	0	37	11	0	0	0	0
0600011	Guilford School District	47	10	25	6	0	22	8	0	0	0	0
0620011	Hamden School District	557	45	280	39	*	277	34	*	0	0	0
0630011	Hampton School District	0	0	0	0	0	0	0	0	0	0	0
0640011	Hartford School District	201	67	151	60	0	50	23	0	0	0	0
0650011	Hartland School District	*	*	*	*	0	*	*	0	0	0	0
0670011	Hebron School District	0	0	0	0	0	0	0	0	0	0	0
0680011	Kent School District	0	0	0	0	0	0	0	0	0	0	0
0690011	Killingly School District	216	16	75	14	0	141	8	0	0	0	0
0710011	Lebanon School District	20	6	17	6	0	*	*	0	0	0	0
0720011	Ledyard School District	115	20	64	18	0	51	10	*	0	0	0
0730011	Lisbon School District	0	0	0	0	0	0	0	0	0	0	0
0740011	Litchfield School District	*	*	*	*	0	*	*	0	0	0	0
0760011	Madison School District	8	6	*	*	0	6	*	0	0	0	0
0770011	Manchester School District	640	107	302	87	0	338	56	0	0	0	0

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0780011	Mansfield School District	60	*	31	*	0	29	*	0	0	0	0
0790011	Marlborough School District	31	*	12	*	0	19	*	*	0	0	0
0800011	Meriden School District	1,048	92	779	88	*	269	43	0	0	0	0
0830011	Middletown School District	292	37	160	32	0	132	21	*	0	0	0
0840011	Milford School District	280	27	190	25	*	90	15	*	0	0	0
0850011	Monroe School District	25	*	20	*	0	*	*	0	0	0	0
0860011	Montville School District	188	21	121	19	0	67	11	*	0	0	0
0880011	Naugatuck School District	208	29	125	26	0	83	17	*	0	0	0
0890011	New Britain School District	763	107	422	91	*	341	66	*	0	0	0
0900011	New Canaan School District	19	*	18	*	0	*	*	0	0	0	0
0910011	New Fairfield School District	24	8	10	7	0	14	*	0	0	0	0
0920011	New Hartford School District	14	*	8	*	0	6	*	0	0	0	0
0930011	New Haven School District	34	14	31	14	0	*	*	0	0	0	0
0940011	Newington School District	145	19	142	19	0	*	*	0	0	0	0
0950011	New London School District	88	25	75	24	0	13	8	0	0	0	0
0960011	New Milford School District	268	36	79	24	*	189	27	*	0	0	0
0970011	Newtown School District	137	12	81	11	0	56	7	0	0	0	0
0980011	Norfolk School District	*	*	0	0	0	*	*	0	0	0	0
0990011	North Branford School District	80	10	43	9	*	37	6	0	0	0	0
1000011	North Canaan School District	*	*	*	*	0	0	0	0	0	0	0
1010011	North Haven School District	49	9	40	9	*	9	*	0	0	0	0
1020011	North Stonington School District	0	0	0	0	0	0	0	0	0	0	0
1030011	Norwalk School District	71	20	59	20	0	12	*	0	0	0	0
1040011	Norwich School District	227	39	193	37	0	34	9	0	0	0	0
1060011	Old Saybrook School District	13	*	9	*	0	*	*	0	0	0	0
1070011	Orange School District	29	*	21	*	0	8	*	*	0	0	0
1080011	Oxford School District	11	*	*	*	0	7	*	0	0	0	0
1090011	Plainfield School District	185	24	161	22	*	24	6	0	0	0	0
1100011	Plainville School District	289	13	80	12	*	209	8	0	0	0	0
1110011	Plymouth School District	201	20	88	15	0	113	14	0	0	0	0
1120011	Pomfret School District	*	*	0	0	0	*	*	0	0	0	0
1130011	Portland School District	79	8	32	8	0	47	*	0	0	0	0
1140011	Preston School District	0	0	0	0	0	0	0	0	0	0	0
1160011	Putnam School District	27	7	22	6	0	*	*	0	0	0	0
1170011	Redding School District	51	8	47	8	0	*	*	0	0	0	0

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1180011	Ridgefield School District	87	12	83	10	*	*	*	0	0	0	0
1190011	Rocky Hill School District	67	7	45	7	0	22	*	0	0	0	0
1210011	Salem School District	7	*	6	*	*	*	*	0	0	0	0
1220011	Salisbury School District	0	0	0	0	0	0	0	0	0	0	0
1230011	Scotland School District	0	0	0	0	0	0	0	0	0	0	0
1240011	Seymour School District	227	7	177	7	*	50	*	0	0	0	0
1250011	Sharon School District	*	*	*	*	0	0	0	0	0	0	0
1260011	Shelton School District	349	25	247	23	*	102	18	0	0	0	0
1270011	Sherman School District	0	0	0	0	0	0	0	0	0	0	0
1280011	Simsbury School District	233	14	176	10	*	57	9	*	0	0	0
1290011	Somers School District	7	*	*	*	0	*	*	0	0	0	0
1310011	Southington School District	299	28	168	16	0	131	23	*	0	0	0
1320011	South Windsor School District	21	11	15	9	0	6	*	0	0	0	0
1330011	Sprague School District	85	*	*	*	0	84	*	0	0	0	0
1340011	Stafford School District	134	13	13	8	0	121	13	0	0	0	0
1350011	Stamford School District	237	29	202	26	*	35	7	0	0	0	0
1360011	Sterling School District	0	0	0	0	0	0	0	0	0	0	0
1370011	Stonington School District	276	7	142	7	*	134	*	*	0	0	0
1380011	Stratford School District	361	40	259	36	0	102	24	0	0	0	0
1390011	Suffield School District	69	9	63	8	0	6	*	0	0	0	0
1400011	Thomaston School District	*	*	*	*	0	0	0	0	0	0	0
1410011	Thompson School District	44	13	25	6	0	19	9	0	0	0	0
1420011	Tolland School District	294	14	144	13	*	150	13	*	0	0	0
1430011	Torrington School District	122	15	40	13	0	82	9	*	0	0	0
1440011	Trumbull School District	658	35	451	31	0	207	19	*	0	0	0
1450011	Union School District	0	0	0	0	0	0	0	0	0	0	0
1460011	Vernon School District	307	30	166	29	0	141	17	*	0	0	0
1470011	Voluntown School District	0	0	0	0	0	0	0	0	0	0	0
1480011	Wallingford School District	100	22	92	20	*	8	*	0	0	0	0
1510011	Waterbury School District	754	70	453	43	0	301	49	0	0	0	0
1520011	Waterford School District	10	*	10	*	*	0	0	0	0	0	0
1530011	Watertown School District	105	7	21	6	*	84	*	*	0	0	0
1540011	Westbrook School District	*	*	*	*	0	*	*	0	0	0	0
1550011	West Hartford School District	304	40	154	35	0	150	32	0	0	0	0
1560011	West Haven School District	11	6	11	6	0	0	0	0	0	0	0

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1570011	Weston School District	20	*	20	*	0	0	0	0	0	0	0
1580011	Westport School District	95	7	71	7	0	24	*	0	0	0	0
1590011	Wethersfield School District	181	15	139	13	0	42	9	0	0	0	0
1600011	Willington School District	0	0	0	0	0	0	0	0	0	0	0
1610011	Wilton School District	*	*	*	*	0	*	*	0	0	0	0
1620011	Winchester School District	121	14	101	14	0	20	*	0	0	0	0
1630011	Windham School District	612	56	395	48	7	217	32	*	0	0	0
1640011	Windsor School District	294	30	149	26	0	145	20	0	0	0	0
1650011	Windsor Locks School District	8	*	*	*	0	*	*	0	0	0	0
1660011	Wolcott School District	20	7	13	*	0	7	*	0	0	0	0
1670011	Woodbridge School District	24	11	18	10	0	6	*	0	0	0	0
1690011	Woodstock School District	*	*	*	*	0	0	0	0	0	0	0
2010012	Regional School District 01	*	*	*	*	0	*	*	0	0	0	0
2040012	Regional School District 04	0	0	0	0	0	0	0	0	0	0	0
2050012	Regional School District 05	0	0	0	0	0	0	0	0	0	0	0
2060012	Regional School District 06	*	*	*	*	0	0	0	0	0	0	0
2070012	Regional School District 07	0	0	0	0	0	0	0	0	0	0	0
2080012	Regional School District 08	*	*	*	*	0	0	0	0	0	0	0
2090012	Regional School District 09	932	*	932	*	0	0	0	0	0	0	0
2100012	Regional School District 10	13	*	11	*	0	*	*	0	0	0	0
2110012	Regional School District 11	*	*	*	*	0	0	0	0	0	0	0
2120012	Regional School District 12	11	*	*	*	0	9	*	0	0	0	0
2130012	Regional School District 13	*	*	*	*	0	0	0	0	0	0	0
2140012	Regional School District 14	33	7	21	*	0	12	*	0	0	0	0
2150012	Regional School District 15	25	8	20	*	*	*	*	0	0	0	0
2160012	Regional School District 16	62	8	46	8	*	16	*	*	0	0	0
2170012	Regional School District 17	56	9	21	7	0	35	7	0	0	0	0
2180012	Regional School District 18	*	*	0	0	0	*	*	0	0	0	0
2190012	Regional School District 19	0	0	0	0	0	0	0	0	0	0	0
3370015	Dept. of Mental Health and Addiction Services	0	0	0	0	0	0	0	0	0	0	0
3470015	Unified School District #2	0	0	0	0	0	0	0	0	0	0	0
9000016	CT Technical Education and Career System	0	0	0	0	0	0	0	0	0	0	0
LEA TOTAL		20,184	2,144	12,762	1,839	*	7,422	1,155	55	0	0	0

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2410014	Capitol Region Education Council	5,424	126	3,108	105	13	2,316	77	9	0	0	0
2420014	EdAdvance	341	23	282	23	*	59	15	0	0	0	0
2430014	Cooperative Educational Services	1,385	104	903	92	*	482	58	*	0	0	0
2440014	Area Cooperative Educational Services	3,640	275	2,567	267	95	1,073	148	13	0	0	0
2450014	Learn	1,994	57	1,628	55	0	366	30	0	0	0	0
2530014	Eastern Connecticut Regional Educational Service Center (EASTCONN)	932	63	719	62	7	213	35	0	0	0	0
RESC TOTAL		13,716	646	9,207	602	122	4,509	362	23	0	0	0
0046821	The Webb School in the Valley	63	15	35	15	0	28	8	0	0	0	0
0046921	Oak Hill School at Farmington Valley Montessori	*	*	*	*	0	0	0	0	0	0	0
0100161	Arch Bridge School	11	*	11	*	0	0	0	0	0	0	0
0170221	Oak Hill School at Chapter 126	66	*	66	*	*	0	0	0	0	0	0
0170561	Oak Hill School at Hartford Secondary	27	*	27	*	0	0	0	0	0	0	0
0190161	The Learning Clinic	*	*	*	*	0	0	0	0	0	0	0
0230121	Fresh Start School	*	*	0	0	0	*	*	0	0	0	0
0250161	The Webb School at Cheshire	449	19	247	15	0	202	18	0	0	0	0
0330161	Adelbrook-The Learning Center of Cromwell	3,432	61	2,650	60	0	782	42	0	0	0	0
0360161	Connecticut Coastal Academy	*	*	*	*	0	0	0	0	0	0	0
0380261	Rushford Academy	0	0	0	0	0	0	0	0	0	0	0
0430121	Adelbrook-The Learning Center of East Hartford	11	7	11	7	0	0	0	0	0	0	0
0440221	Pathways Academy - East Haven	6	*	6	*	*	0	0	0	0	0	0
0450161	The Light House on Main St	*	*	*	*	0	*	*	0	0	0	0
0450261	The Light House on Pennsylvania Ave	*	*	*	*	0	0	0	0	0	0	0
0460161	The Speech Academy-Easton	0	0	0	0	0	0	0	0	0	0	0
0490161	Natchaug Hospital School Joshua Center-Enfield	0	0	0	0	0	0	0	0	0	0	0
0510261	Giant Steps CT School	244	11	244	11	0	0	0	0	0	0	0
0516061	Saint Catherine Academy	10	*	10	*	0	0	0	0	0	0	0

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0530121	Natchaug Hospital Mansfield CDT at Green Valley	18	*	17	*	0	*	*	0	0	0	0
0570161	Eagle Hill School	0	0	0	0	0	0	0	0	0	0	0
0620261	Cedarhurst School	*	*	*	*	0	0	0	0	0	0	0
0620361	Whitney Hall School	183	50	183	50	50	0	0	0	0	0	0
0626161	Lorraine D. Foster Day School	0	0	0	0	0	0	0	0	0	0	0
0640261	Grace S. Webb School	281	40	145	31	0	136	33	0	0	0	0
0642061	Eagle House Education Program	121	19	121	19	0	0	0	0	0	0	0
0642161	High Road School of Hartford High	293	28	270	28	*	23	9	0	0	0	0
0642261	High Road School of Hartford-Primary	1,138	31	591	29	*	547	26	*	0	0	0
0646061	Futures School-West Hartford	0	0	0	0	0	0	0	0	0	0	0
0646161	Options Educational Services	0	0	0	0	0	0	0	0	0	0	0
0670221	Oak Hill School at Hemlocks Center	103	*	103	*	0	0	0	0	0	0	0
0690161	Natchaug Hospital School Joshua Center NE-Danielson	*	*	*	*	0	0	0	0	0	0	0
0740161	Connecticut Junior Republic	0	0	0	0	0	0	0	0	0	0	0
0740461	Touchstone School	7	*	7	*	0	0	0	0	0	0	0
0760161	Grove School	*	*	*	*	0	0	0	0	0	0	0
0770161	Community Child Guidance Clinic School	658	50	201	38	6	457	49	*	0	0	0
0770221	Adelbrook-The Learning Center of Manchester	1,991	27	1,395	27	0	596	23	0	0	0	0
0770361	Manchester Memorial Hospital Clinical Day School	16	8	16	8	0	0	0	0	0	0	0
0780161	Natchaug Hospital Inpatient School	0	0	0	0	0	0	0	0	0	0	0
0780261	Natchaug Hospital School CDT-Mansfield	98	9	98	9	0	0	0	0	0	0	0
0780361	Natchaug Hospital Journey School	*	*	*	*	0	0	0	0	0	0	0
0800161	Meliora Academy	237	11	185	11	*	52	8	*	0	0	0
0830821	Futures School-Middletown	0	0	0	0	0	0	0	0	0	0	0
0840161	Charles F. Hayden School at Boys & Girls Village	196	35	196	35	0	0	0	0	0	0	0

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0840461	Milestones Behavioral Services-Orange	444	26	161	22	0	283	20	*	0	0	0
0840561	Milestones Behavioral Services-Milford	1,714	26	1,000	20	0	714	18	0	0	0	0
0846061	The Foundation School-Milford	0	0	0	0	0	0	0	0	0	0	0
0846161	Woodhouse Academy	0	0	0	0	0	0	0	0	0	0	0
0860221	Bradley School-New London Regional	1,744	42	1,103	42	8	641	35	0	0	0	0
0880521	IPPI Learning Academy at Prospect St. School	85	10	21	8	0	64	7	0	0	0	0
0890261	Oak Hill School at New Britain	55	7	55	7	0	0	0	0	0	0	0
0890361	Raymond Hill School	636	67	448	62	0	188	39	0	0	0	0
0890461	Solterra Academy	2,824	93	2,234	91	16	590	65	0	0	0	0
0895161	Oak Hill School at Hartford Primary	40	9	40	9	*	0	0	0	0	0	0
0920161	Oak Hill School at Ann Antolini School	16	*	16	*	0	0	0	0	0	0	0
0930661	Chapel Haven	0	0	0	0	0	0	0	0	0	0	0
0931461	Yale Child Study Center School	0	0	0	0	0	0	0	0	0	0	0
0950161	Connecticut College Children's Program	0	0	0	0	0	0	0	0	0	0	0
0950421	High Road School of New London Middle/High School	139	20	83	19	*	56	15	0	0	0	0
0950821	High Road School of New London Primary School	129	11	79	11	0	50	10	*	0	0	0
1010161	Elizabeth Ives School for Special Children	36	*	*	*	0	31	*	0	0	0	0
1036261	High Road School of Fairfield County	705	26	498	25	*	207	17	0	0	0	0
1040721	Natchaug Hospital School Joshua Center Thames Valley CDT	*	*	*	*	0	0	0	0	0	0	0
1060161	Natchaug Hospital School CDT-Shoreline	0	0	0	0	0	0	0	0	0	0	0
1070161	The Foundation School-Orange	*	*	0	0	0	*	*	0	0	0	0
1075061	Hope Academy	*	*	*	*	0	0	0	0	0	0	0

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1100261	Northwest Village School/Wheeler Clinic	1,917	116	1,000	109	6	917	101	*	0	0	0
1105261	Oak Hill School at Middle School of Plainville	*	*	*	*	0	0	0	0	0	0	0
1106161	Oak Hill School at Haddam-Killingworth High School	7	*	7	*	*	0	0	0	0	0	0
1290321	The Speech Academy-Somersville	0	0	0	0	0	0	0	0	0	0	0
1350161	Villa Maria Education Center	0	0	0	0	0	0	0	0	0	0	0
1356621	The Spire School	0	0	0	0	0	0	0	0	0	0	0
1356721	The Pinnacle School, LLC	9	*	*	*	0	*	*	0	0	0	0
1380121	IPPI Learning Academy: Stratford	1,905	48	1,524	46	*	381	40	0	0	0	0
1410161	River Run Academy at the Susan Wayne Center of Excellence	61	9	51	9	0	10	*	0	0	0	0
1440161	St. Vincent's Special Needs School Program	0	0	0	0	0	0	0	0	0	0	0
1480161	Benhaven School	798	34	443	31	*	355	28	*	0	0	0
1480461	Benhaven Academy	0	0	0	0	0	0	0	0	0	0	0
1480521	High Road Academy - BEST Academy	198	17	147	15	*	51	7	*	0	0	0
1485061	High Road School of Wallingford	1,145	59	517	56	11	628	45	*	0	0	0
1500161	Devereux Glenholme School	10	*	10	*	0	0	0	0	0	0	0
1520161	Waterford Country School	52	24	52	24	*	0	0	0	0	0	0
1550161	Gengras Center	526	27	142	19	0	384	22	*	0	0	0
1550261	Intensive Education Academy	68	13	17	*	0	51	11	*	0	0	0
1550361	American School for the Deaf	*	*	*	*	0	*	*	0	0	0	0
1550561	Ben Bronz Academy	0	0	0	0	0	0	0	0	0	0	0
1550861	PACES	7	*	7	*	0	0	0	0	0	0	0
1610221	Westport Day School	0	0	0	0	0	0	0	0	0	0	0
APSEP TOTAL		24,969	1,142	16,534	1,053	131	8,435	695	21	0	0	0
9010022	Norwich Free Academy District	0	0	0	0	0	0	0	0	0	0	0
9020022	Gilbert School District	0	0	0	0	0	0	0	0	0	0	0
9030022	Woodstock Academy District	0	0	0	0	0	0	0	0	0	0	0
ACADEMY TOTAL		0	0	0	0	0	0	0	0	0	0	0
2610013	Jumoke Academy	0	0	0	0	0	0	0	0	0	0	0
2630013	Odyssey Community School	*	*	*	*	0	*	*	0	0	0	0

Code	Organization Name	All R/S Incidents		Emergency Restraints			Emergency Seclusions			Seclusions via an IEP		
		Incident Count	Student Count	Incident Count	Student Count	Injury Count	Incident Count	Student Count	Injury Count	Incident Count	Student Count	Injury Count
2640013	Integrated Day Charter School	0	0	0	0	0	0	0	0	0	0	0
2650013	Interdistrict School for Arts and Comm District	0	0	0	0	0	0	0	0	0	0	0
2680013	Common Ground High School	0	0	0	0	0	0	0	0	0	0	0
2690013	The Bridge Academy	0	0	0	0	0	0	0	0	0	0	0
2700013	Side By Side Charter School	0	0	0	0	0	0	0	0	0	0	0
2720013	Explorations	0	0	0	0	0	0	0	0	0	0	0
2780013	Trailblazers Academy	0	0	0	0	0	0	0	0	0	0	0
2790013	Amistad Academy	12	*	*	*	0	9	*	0	0	0	0
2800013	New Beginnings Inc Family Academy	0	0	0	0	0	0	0	0	0	0	0
2820013	Stamford Academy	0	0	0	0	0	0	0	0	0	0	0
2830013	Park City Prep Charter School	0	0	0	0	0	0	0	0	0	0	0
2850013	Bridgeport Achievement First	*	*	*	*	0	*	*	0	0	0	0
2860013	Highville Charter School	0	0	0	0	0	0	0	0	0	0	0
2880013	Achievement First Hartford Academy Inc.	*	*	*	*	0	0	0	0	0	0	0
2890013	Elm City College Preparatory School	39	10	29	10	*	10	*	0	0	0	0
2900013	Brass City Charter School	*	*	0	0	0	*	*	0	0	0	0
2910013	Elm City Montessori School	0	0	0	0	0	0	0	0	0	0	0
2940013	Great Oaks Charter School	*	*	*	*	0	*	*	0	0	0	0
2950013	Booker T. Washington Academy	0	0	0	0	0	0	0	0	0	0	0
2960013	Stamford Charter School for Excellence	0	0	0	0	0	0	0	0	0	0	0
2970013	Capital Preparatory Harbor School Inc.	0	0	0	0	0	0	0	0	0	0	0
CHARTER SCHOOL TOTAL		63	22	39	19	*	24	10	0	0	0	0
<b>STATEWIDE</b>		<b>58,932</b>	<b>3,799</b>	<b>38,542</b>	<b>3,375</b>	<b>312</b>	<b>20,390</b>	<b>2,158</b>	<b>99</b>	<b>0</b>	<b>0</b>	<b>0</b>